

Rights, Respect, Responsibility (Grade 6)

Gender Roles, Gender Expectations

Lesson 1

Group Agreements

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Assignments

As you go through this slideshow with your teacher, please open and fill out the Google Form for this lesson:

*"Grade 6 3Rs Lesson 1 Classwork:
Gender Roles, Gender Expectations"*

After the lesson is over, please complete the homework assignment for this lesson:

*"Grade 6 3Rs Lesson 1 Homework:
Gender in the World Around Us"*

Introduction

- When a baby is born, think about the first question we ask.
- To answer that question, think about where we look on the body.
- We look at their genitals. If we see a penis, people will say, "It's a boy!" and if we see a vulva, people will say, "It's a girl!"
- That moment will probably determine how the people in that baby's life will interact with them.

Brainstorm



Imagine for a moment that an alien landed on Earth from outer space who's doing some research on different creatures on our planet.

- One of these creatures that the aliens are researching is called "Boys."
- **How would we describe to someone, who's never encountered a boy before, what boys are like?**
- *Write your answers in your Google Form.*

Brainstorm



The alien appreciates all the data you've just shared. It just needs a bit more data before it can go back home.

- The alien would also like to be able to describe what a "Girl" is like.
- **How would we describe to someone, who's never encountered a girl before, what girls are like?**
- *Write the answers in your Google Form.*

Compare the Two Lists

Respond on your Google Form:

- Look at the two lists you created. What do you notice about them?
- Are there things on the "boys" list that only apply to boys? Are there things on the "girls" list that only apply to girls?
- Are there things on these lists that are stereotypes? That apply to some boys but not all, or some girls but not all?
- Is it ok if a girl does something on the boys' list, or a boy does something on the girls' list?

Gender Differences

Respond on your Google Form:

- Sometimes someone feels like they're a boy on the inside but everyone perceives them to be a girl, or someone feels like they're a girl on the inside but everyone perceives them to be a boy. Or maybe they don't feel like either, or feel like a little of both.
- This is called transgender, nonbinary, gender expansive, or gender nonconforming.
- How might someone transgender or nonbinary feel about these lists? Why do you think this is?

Homework: "Gender in the World Around Us"

- 1) Open the Google Form for Lesson 1 Homework.
- 2) You are going to look around your home and do a mini scavenger hunt to find at least one thing that fulfills a stereotype for a particular gender and one that breaks a stereotype for a particular gender.
- 3) If you only have one gender represented in your homes, you can provide an example from TV, books, or something you've seen online.

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Change Is Good!

Lesson 2

Group Agreements

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Assignments

As you go through this slideshow with your teacher, please open and fill out the Google Form for this lesson:

*"Grade 6 3Rs Lesson 2 Classwork:
Change Is Good"*

After the lesson is over, please complete the homework assignment for this lesson:

*"Grade 6 3Rs Lesson 2 Homework:
Where Can I Learn More About Me?"*

Introduction

- You are all at a time in your lives when your body is going through some amazing changes.
- For some of you, this may have started already. For others, these changes may not start for a few years.
- Some of these changes will make you feel really good about yourselves! It's exciting to see yourself growing up!
- Other changes may feel weird, like your body's a bit out of control at times.

Puberty

As we go through the lesson, and as you experience these changes, try to remember that all these changes are *normal*.

They are part of growing up that *everyone* goes through.

Changes During Puberty

Physical	Ways your body changes
Social	How we interact with others
Cognitive	How we think, process information, and learn
Emotional	Feelings and our awareness of what might cause us to feel certain things

Changes During Puberty

Examples:

Physical	Grow taller
Social	Spending more time with friends
Cognitive	Temporary foginess
Emotional	Strong emotions (both positive and negative) for <i>all</i> genders

Class Activity: “Change Is Good”

On your Google Form, select whether the changes listed are Social, Emotional, Cognitive, or Physical.

Changes Is Good Responses

Answer on your Google Form:

- Are there any changes that you feel fit into more than one category? Which ones?
- Are there any additional changes that occur during puberty that you can think of?

Homework

Complete the homework “*Where Can I Learn More about Me?*” with a parent or caregiver.

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Sexual and Reproductive Anatomy

Lesson 3

Group Agreements

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Assignments

As you go through this slideshow with your teacher, please open and fill out the Google Form for this lesson:

*"Grade 6 3Rs Lesson 3 Classwork:
Sexual and Reproductive Anatomy"*

After the lesson is over, please complete the homework assignment for this lesson:

*"Grade 6 3Rs Lesson 3 Homework:
Body Parts"*

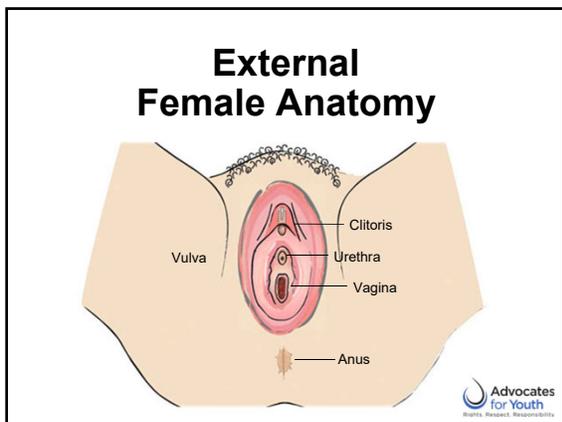
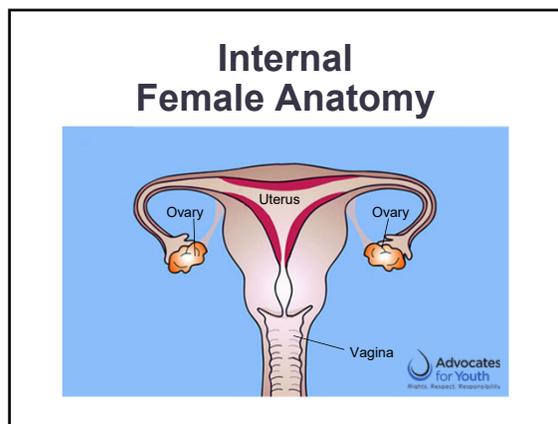
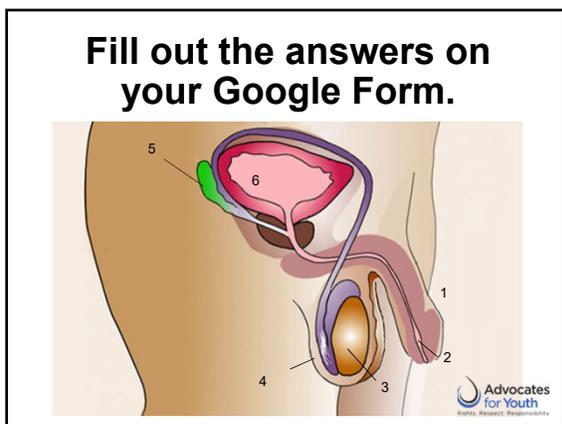
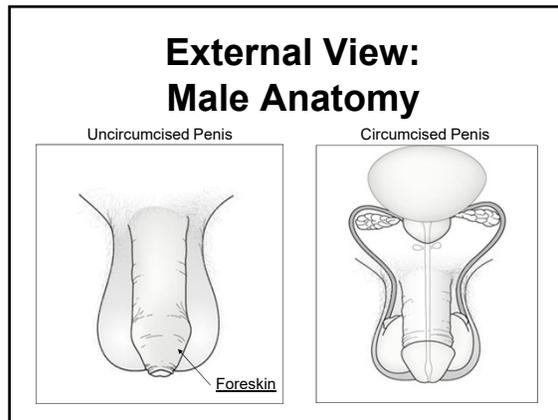
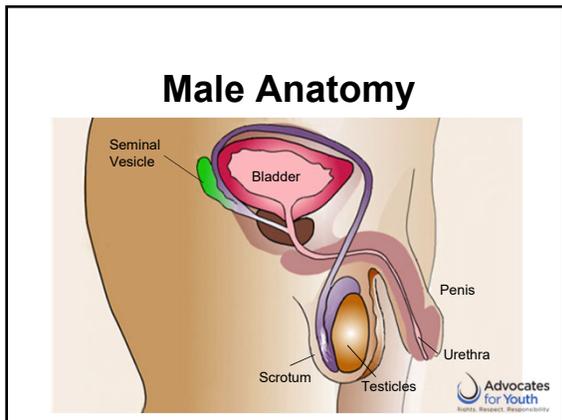
Introduction

- We have hundreds of body parts. Can you think of a body part that almost everyone has?
- While there are hundreds of parts that almost everyone has in common, there are only a few parts that just biological males have that biological females don't have, or that just biological females have that biological males don't have.

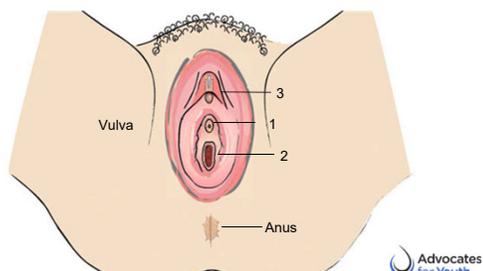
Biological Body Parts

Today we are going to talk about biological male and biological female body parts that are part of reproductive systems.

- Most people have either biological male reproductive body parts or biological female reproductive body parts.
- Most people who have biological male body parts are boys and most people who have biological female body parts are girls, but sometimes people have reproductive parts that don't match their gender identity.



Fill out the answers on
your Google Form.



Sources of Information

Where are some good places someone could go if they wanted to learn more about the reproductive system?

Homework

- 1) Work with a family member to identify whether each body part belongs to the male or female reproductive systems or both.
- 2) Identify the function of each body part.
- 3) Locate one source of accurate information about reproduction.

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**Puberty and
Reproduction**

Lesson 4

Group Agreements

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Assignments

As you go through this slideshow with your teacher, please open and fill out the Google Form for this lesson:

"Grade 6 3Rs Lesson 4 Classwork: Puberty and Reproduction"

No homework!

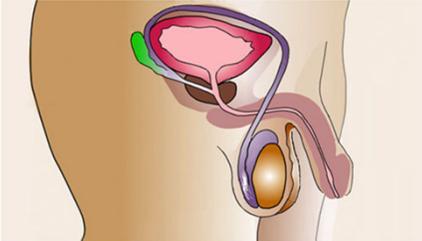
Introduction

Who remembers what puberty is?

- One of the biggest differences between a person who has gone through puberty and somebody who has not is that an adult body has the ability to *reproduce*, or make a baby.
- That is an important change that happens during puberty.
- The main changes that happen during puberty are the result of hormones: testosterone and estrogen.

Male Anatomy

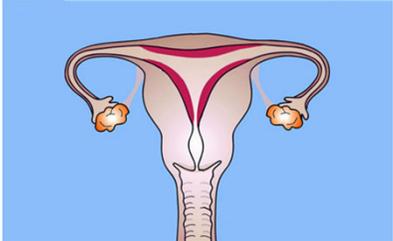
Who remembers the names for the male body parts that we talked about in the previous lesson?



The diagram shows a cross-section of the male reproductive system. At the top is the bladder, followed by the vas deferens (a thin tube) that loops around the bladder and travels down to the testis. The testis is shown as a small, oval-shaped organ. The epididymis is a larger, coiled structure on top of the testis. The urethra is a tube that runs through the center of the testis and out through the penis. The penis is shown as a larger, cylindrical organ. The scrotum is the skin-covered sac that holds the testis. The diagram is color-coded to show different parts: the bladder is pink, the vas deferens is blue, the testis is orange, the epididymis is purple, the urethra is red, and the penis is light brown.

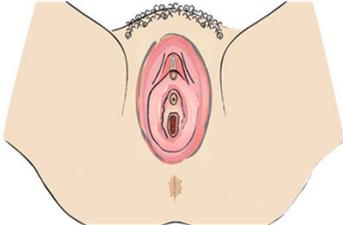
Female Anatomy

Who remembers the names for the female body parts that we talked about in the previous lesson?



External Female Anatomy

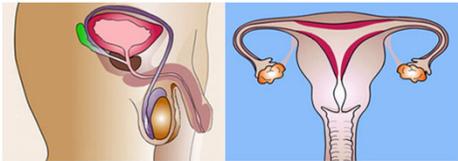
Who remembers the names for the female body parts that we talked about in the previous lesson?



Puberty

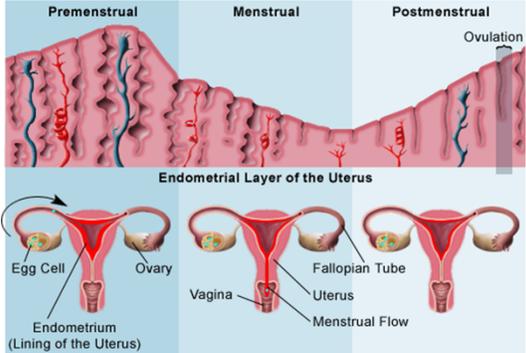
- Puberty starts because a person's body starts to produce a very large quantity of hormones that they were only producing in small amounts before.
- Male bodies start to produce a lot more testosterone and a little bit of estrogen.
- Female bodies start to produce a lot more estrogen and a little bit of testosterone.
- All of these changes happen because of a new surge of hormones.

Reproductive Anatomy



- On the male diagram, the parts that are used for reproduction are the *testicles, penis, urethra, and vas deferens*.
- On the female diagram, the parts that are used for reproduction are the *uterus, ovaries, fallopian tubes, and vagina*.
- Through the production of testosterone and estrogen, the reproductive system becomes able to *reproduce*, or make a baby.

Menstrual Cycle



Human Reproduction Activity

Let's see what you remember about the steps that lead to human reproduction!

- 1) Open the Classwork Google Form for Lesson 4.
- 2) Click the checkbox beneath each number in the top row to correspond with the steps that lead to human reproduction listed in the column on the left.

Check Your Answers

1. If a male and female have sexual intercourse, then the penis is inserted into the vagina.
2. Sperm cells leave the penis and enter the vagina (ejaculation).
3. Sperm travel through the cervix, uterus, and into the fallopian tubes.
4. One sperm cell attaches to an egg in a fallopian tube and fertilizes it.
5. The fertilized egg travels down the fallopian tube to the uterus.
6. The fertilized egg attaches to the wall of the uterus (implantation), and conception is complete.
7. Pregnancy begins.

Questions?

- Do you have any questions today?
- If you still have questions, please go home and talk to an adult family member or other trusted adult.
- You can also always ask me or your school nurse questions as well.

Before You Go...

Write on your Google Form...

- 1) One new thing you've learned in the last three lessons about puberty, anatomy, or reproduction.
- 2) Something you still have questions about.

Homework

None!



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I Am Who I Am

Lesson 5

Group Agreements

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Assignments

As you go through this slideshow with your teacher, please open and fill out the Google Form for this lesson:

"Grade 6 3Rs Lesson 5 Classwork: I Am Who I Am"

After the lesson is over, please complete the homework assignment for this lesson:

"Grade 6 3Rs Lesson 5 Homework: Fix This! and Defining Sexual Orientation"

Introduction

- Identity has to do with who we are—I am a teacher, that's part of my identity.
- Because we are talking about human sexuality, our class is going to be looking at parts of our sexual identity, including our sexual orientation and gender identity.

Gender Identity

In your Google Form, write down the following:

1. Write down what you have heard about what the term "**sexual orientation**" means. If you haven't heard anything, just try to guess what it means.
1. Now write down what you have heard about what the term "**gender identity**" means. If you haven't heard anything, just try to guess what it means.

What Is Gender?

- Combination of our body parts and chromosomes and how we feel about having both.
- There's a social element, too. We will often be treated differently based on our gender (real or perceived).

Girls and Boys

Someone who's born with:

- A vulva
- Ovaries
- XX chromosomes

...is usually called a "girl."

Someone who's born with:

- A penis
- Testicles
- XY chromosomes

...is usually called a "boy."

For Example...

If someone's called a girl...

- What toys is she given to play with?
- What clothes is she given to wear?
- How is she expected to behave?

If someone's called a boy...

- What toys is he given to play with?
- What clothes is he given to wear?
- How is he expected to behave?

Inside vs. Outside

USUALLY, a person's inner feelings match their body parts:

They see they have a vulva, and think "I'm female."

OR

They see they have a penis, and think "I'm male."

But Not Always...

- For some people, how they feel on the inside doesn't match their sexual body parts. Maybe they have a penis but do not feel they are male.
- The name for this is "**transgender**" or just "**trans**."

Gender Identity vs. Expression

- A person's **gender identity** is what they call themselves: female, male, transgender, nonbinary, etc.
- It doesn't matter what other people call them, how they feel on the *inside* is what's most important.

Gender Identity vs. Expression

- A person's **gender expression** is how they let people know the gender they are.
- This can be by the name they use, the clothes they wear, the pronouns they use (such as *he*, *she*, or *they*), how they carry themselves, etc.

What Is "Sexual Orientation"?

"The gender(s) of the people to whom we are attracted to, physically and romantically."

What Is "Sexual Orientation"?

"The gender(s) of the people to whom we are attracted to, physically and romantically."

- People may be attracted to more than one gender.
- A person can know their sexual orientation (who they're attracted to and/or could fall in love with) without necessarily having done something sexual with another person.

Current Categories for Sexual Orientation

- Heterosexual
- Queer (Careful!)
- Lesbian or Gay
- Others?
- Bisexual

Class Activity: "Myth vs. Fact"

Now that you've gotten a bit of an overview, let's see what you remember—as well as what else you know—about these topics.

- 1) Go to your Google Form for this lesson to answer whether you think the statements are Myths or Facts.
- 2) Be prepared to compare your answers with your teacher and have an online discussion.

Answer Key: "Myth vs. Fact"

1. People can choose their sexual orientation: MYTH
2. People can choose their gender identity: MYTH
3. People can choose their gender expression: FACT
4. You can usually tell a person's sexual orientation just by looking at them: MYTH
5. A girl who is really athletic is either a lesbian or transgender: MYTH
6. A person can look like a boy or a man and feel on the inside like they are a girl or a woman: FACT

Summary

- 1) Think about everything you learned today, and look at the first two definitions that you wrote down on your Google Form.
- 2) How many of you wrote down something about sexual orientation or gender identity that was correct?
- 3) How many of you wrote something incorrect, but now you know the correct information about?

Homework

- Complete the *"Fix This! Creating Respectful Classroom for LGBTQ Students and Defining Sexual Orientation"* homework with your parent, caregiver, or trusted adult.
- This is a 2 part assignment. Don't miss the second part!
- Please let me know if you prefer a Spanish version of the homework.

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Liking and Loving—Now and When I'm Older

Lesson 6

Group Agreements

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Assignments

As you go through this slideshow with your teacher, please open and fill out the Google Form for this lesson:

*"Grade 6 3Rs Lesson 6 Classwork:
Liking and Loving - Now and When I'm Older"*

After the lesson is over, please complete the homework assignment for this lesson:

*"Grade 6 3Rs Lesson 6 Homework:
A Conversation about Sex and How'd We Do?"*

Ways to Show Affection

Affection is our feeling of liking and loving others.

- 1) **Think** of family members, friends, or a person you might have started liking as more than a friend.
- 2) **Write down in your Google Form** 3 different ways you have shown affection for these people.

For example: *We show each other affection by taking the time to have meals together as a family.*

Discussion: Ways to Show Affection

- Why do we show affection for people that we care about?
- How do these things show that we like/love other people?

In the end, liking and loving—as well as being liked or loved—feels good. Doing these things with people that we care about feels good.

Ways to Show Affection to a Romantic Partner

- When you get older, you may have a romantic partner, such as a boyfriend or girlfriend.
- When you are in those kinds of relationships, there may be different ways you will want to express your affection or love—which may or may not include doing something sexual together.
- Some of these behaviors are more appropriate for younger people (such as holding hands or kissing).
- Others are more appropriate when you're older.
- And some of these are more appropriate when you are in committed relationships, such as marriage, or when two people date only each other for a long time.

Waiting...

One behavior that people your age should wait to do together until they are older is *sexual intercourse*.

Answer these questions on your Google Form:

- Have you heard the term “*sexual intercourse*” before?
- What have you heard that it means?

Benefits of Waiting

- Let's think only about vaginal sex (penis to vagina) for a moment. What is something that can happen as a result of vaginal sex?
- When semen, which is a fluid that comes out of a penis that contains hundreds of millions of sperm, gets inside a vagina, there is a chance for pregnancy.
- In addition, vaginal, anal, and oral sex can put one or both partners at risk for a sexually transmitted infection, or *STI*.
- Keep in mind, a pregnancy and dealing with an *STI* are really big things! That's why it's best to wait until you're older to do any of these sexual behaviors.

Why Wait?

Why do you think it is important to wait until someone is in a long-term committed relationship, or is married, to do some of these sexual behaviors?

Please answer this question on your Google Form.

Abstinence

- When someone waits to do something until they are older, or until some other time, that's called *abstinence*.
- Abstinence doesn't mean you will never do that thing.
- When it comes to sexual behaviors, abstinence is the only 100% sure way for you to avoid getting pregnant, causing a pregnancy, or getting/giving someone an *STI*.
- And remember, there are lots of ways you can show other people that you like them or love them that doesn't involve doing something sexual with them!

Homework

- 1) Complete the Google Form Homework “*Part One - A Conversation About Sex*” on your own.
 - 2) Your Parent or caregiver should complete “*Part Two - A Conversation About Sex*” on their own.
 - 3) Together, share your answers and complete “*Part Three - How'd We Do?*” together.
- Please let me know if you would prefer this homework sheet in Spanish.

Rights, Respect, Responsibility (Grade 6)

Learning about HIV

Lesson 7

Group Agreements

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Assignments

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*"Grade 6 3Rs Lesson 7 Classwork:
Learning about HIV"*

After the lesson is over, please complete the homework assignment for this lesson:

*"Grade 6 3Rs Lesson 7 Homework:
HIV and AIDS"*

Introduction

- What is a communicable disease?
- What is a non-communicable disease?
- *Communicable* diseases are caused by tiny organisms, or germs, that are contagious. Not all infections, however, are contagious.
- *Non-communicable* diseases are those that cannot be spread from one person to another.

What Do You Think?

- Can you get a sore throat from someone?
- Can you get allergies from someone?
- Can you get a broken arm from someone?
- Can you get lice from someone?
- Can you get cavities from someone?

Do you have any questions about whether a certain illness is *communicable* or not?

HIV

Human Immunodeficiency Virus

- Human means it's a people disease. You can't get it from or give it to a pet or other type of animal.
- Immunodeficiency is two words put together. **Immuno** means the immune system, which helps us fight diseases. A **deficiency** refers to when something is lacking.
- So basically HIV is a virus—a microscopic organism—that attacks our immune system and makes this system weak so it's harder for the body to fight off other infections
- HIV is the virus that causes AIDS.

Is There a HIV Vaccine?

The way that people usually keep from getting a virus is by a vaccine, which is an injection or shot that protects someone from getting the disease. For example, a lot of people get vaccines for the flu, chicken pox, or measles.

But there is currently no vaccine for HIV.

HIV Treatment

- There are some effective treatments, called *antiretroviral therapy*, that can reduce the likelihood of transmitting HIV to others, slow the way HIV grows in a person's body, and prolong the life of someone with HIV.
- There are also treatments for the illnesses that HIV can cause.
- But once someone is living with HIV, there is currently no way to rid the body completely of HIV.

With treatment, people living with HIV have a normal life expectancy.

HIV Transmission

Since there is no HIV vaccine and no way to rid the body of HIV once someone has it, let's learn how this virus is transmitted so we can know how to avoid getting it or manage the virus if we're born with it.

- Luckily HIV is hard to get. It's not easy to transmit like a cold or the flu.
- HIV is not found in sweat, tears, saliva, or urine.
- HIV can only be transmitted through one of these infected body fluids: **blood, semen, pre-ejaculate fluid, vaginal fluids, or breastmilk.**
- HIV can only be passed from a person who already has HIV in their body. If two people come into contact who are not infected with HIV, they cannot give it to one another.

Class Activity: "Facts about HIV"

- 1) Open the Google Form for this lesson.
- 2) Check TRUE or FALSE next to each statement about HIV.

Answer Key: "Facts about HIV"

- **TRUE:** HIV is not transmissible through the air.
- **TRUE:** Researchers are working on a vaccine though and there will likely be one in the future.
- **TRUE:** HIV is not transmissible through the air by sneezing or coughing.
- **TRUE:** But it is not easy to transmit since it is only transmitted by the exchange of blood, semen, vaginal fluids, or breast milk.
- **TRUE:** HIV is not found in saliva.

Answer Key: “Facts about HIV”

- **TRUE:** HIV attacks the immune system and makes it weaker.
- **TRUE:** AIDS describes when a person with HIV gets sick because their immune system can no longer fight off other infections or illnesses.
- **TRUE:** HIV can only be transmitted from a person who already is infected with HIV.
- **TRUE:** Sharing needles with someone who has HIV can transmit HIV.
- **TRUE:** HIV infection can be transmitted by infected blood.

Summary

- Now that you know HIV is not easy to transmit, can you give an example of some things you can do with a friend or family member who is infected with HIV that are perfectly safe (meaning they cannot transmit HIV)?
- For example, you can hug someone with HIV, you can give someone a kiss on the cheek, you can share food with them. What else?
- HIV is a serious infection and it is communicable, but it is also very difficult to catch. As long as we know how HIV *is* and *is not* transmitted, we can protect ourselves and be good friends or family members to people we know with HIV or AIDS.
- All people are at some risk for HIV and the only way to know for sure if someone has HIV is to get tested at a local health clinic.

Homework

- Complete the “*HIV and AIDS*” homework using the website provided on the Google Form

Rights, Respect, Responsibility (Grade 6)

Protecting Your Health: Understanding and Preventing STIs

Lesson 8

Group Agreements

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- Consider wearing headphones/earbuds if younger siblings or other children are nearby.
- You should not be videotaping any class sessions or sharing personal discussions. **DO** share the information!
- Please remember to be good digital citizens.

Anonymous Questions

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- You can fill out and submit this form as many times as you want.
- You do NOT have to put your name on the Form. Include your name **ONLY** if you want me to follow up with you personally.

Assignments

As you go through this slideshow with your teacher, please open and fill out the Google Form for this lesson:

*"Grade 6 3Rs Lesson 8 Classwork:
Protecting Your Health"*

No homework!

Introduction: STIs

Today's lesson will be about **Sexually Transmitted Infections (STIs) and HIV.**

- A *sexually transmitted infection* means an infection that a person can get from another person when they do something sexual with that person.
- You can only get an STI from someone who has one.
- You may have heard *STI* or *STD* used out in the world—"I" refers to Infection and "D" refers to Disease.
- *STI* and *STD* mean very much the same thing, and for the purposes of this lesson, we will use the term "STI."

Introduction: HIV

We're also going to be talking about HIV, which stands for **Human Immunodeficiency Virus.**

- The "*Human*" part means only people can get HIV from and transmit it to other people. A person cannot get HIV from a cat or dog or any other non-human animal, or vice versa.
- "*Immunodeficiency*" is actually two words stuck together. You might remember from the last lesson that our *immune system* is the system in our body that fights off infection. A *deficiency* is when something isn't working the way that it should.

Human Immunodeficiency Virus

- So when a person has HIV, they have a deficient immune system, meaning infections that their body could usually fight off on its own are harder or even impossible to fight off.
- HIV is a virus that weakens the immune system and, if not successfully treated, can become a medical condition called AIDS.

Class Activity: “High/Low/No Risk”

- One thing all these STIs have in common is that they can be transmitted through sexual behaviors.
- But some behaviors put people at a higher risk than others.
- We’re going to do an activity now where we will look at which behaviors carry a *lot of risk*, which ones put people at *some risk*, and which have *no risk* for transmitting STIs.

Classwork Activity: “High/Low/No Risk”

Instructions:

- 1) Open the Classwork Google Form for this lesson.
- 2) You will see a list of activities that could pose a **High Risk** for STI transmission, **Low Risk** for STIs (some risk but not as much), or **No Risk** for STIs.
- 3) Choose the option for each situation.

Review

High Risk	Low Risk	No Risk
<ul style="list-style-type: none"> • Unprotected vaginal sex • Unprotected anal sex • Unprotected oral sex 	<ul style="list-style-type: none"> • Vaginal sex using a male or female condom correctly • Anal sex using a condom correctly • Oral sex using a latex barrier or cut-open condom correctly 	<ul style="list-style-type: none"> • Bathing together • Kissing on the lips • Solo masturbation • Holding hands • Abstaining from sexual activity

Class Summary: “High/Low/No Risk”

- A key point about STIs and your risk for them is that one person has to have an STI in order to give it to someone else. None of these behaviors, including the high risk behaviors, can spontaneously create an STI.
- STIs are caused by bacteria, viruses, or parasites.
- This means that just as a person can be exposed to an STI by someone who has one, people can also **take specific steps to lower or eliminate their chances of getting one.**

Your Right to Access Sexual Healthcare

- Any student of any age may legally and confidentially obtain condoms to protect themselves from STIs and HIV, and minors 12 years and older may confidentially get tested and treated for STIs and HIV.
- When you are in school, middle school and high school students can get free condoms from the school nurse.
- To access free condom programs from home, you can also go to Teen Source
<https://www.teensource.org/condoms/free>

Your Right to Access Sexual Healthcare

- When in session, students in California may also leave school during school hours to attend a sexual health care appointment.
- If a student wishes to pursue this option, please talk with your School Nurse or Counselor to arrange this appointment.
- You can find more info at this link about the [California Minor Consent Laws](#)

It is best to talk to a parent, caregiver, or another trusted adult if possible about your need for these services. However, if you need to seek care without telling your parents, you may legally do so.

Before You Go...

Write down the following on your Google Form:

- 1) One way you can protect yourself from contracting an STI.
- 2) Something you still have a question about.

Homework

None!



Rights, Respect, Responsibility (Grade 6)

Understanding Boundaries

Lesson 9

Group Agreements

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Assignments

As you go through this slideshow with your teacher, please open and fill out the Google Form for this lesson:

*"Grade 6 3Rs Lesson 9 Classwork:
Understanding Boundaries"*

After the lesson is over, please complete the homework assignment for this lesson:

*"Grade 6 3Rs Lesson 9 Homework:
What's Your Advice?"*

Introduction

- Have you ever heard the term *boundary* before?
- A *boundary* is a limit placed on something. It can be an actual physical boundary, like a sign that says "Do Not Enter" or a rule about how society works, like the law that says you can't drive a car until a certain age.

Boundaries

- Today's lesson is going to focus on personal boundaries.
- Personal boundaries are the boundaries we set for ourselves about what we are and are not comfortable with.

Can anyone think of examples of when people might set personal boundaries?

Respecting Boundaries

Record your ideas in your Classwork Google Form:

- Have you ever had someone not respect your physical boundary? How did that feel?
- Think about a time when you did not respect someone else's boundary.
 - Why did you do that?
 - How did you know you'd gone over the boundary?
 - What did the other person do in response?

Sexual Boundaries

- Clearly people don't like it when they have a boundary and someone else doesn't respect that boundary.
- As you get older and have a romantic partner, the issues of boundaries might have to do with sexuality, which can sometimes make setting boundaries more sensitive to discuss.

Response: "Setting and Respecting Boundaries"

- On your Google Form, there are 2 scenarios.
- Each scenario asks you to think about how the characters should handle the situation.
- Type your responses onto the Form.

Summary "Setting and Respecting Boundaries"

- No matter what the scenario, it's important that everyone involved wants to be doing what they are doing. If someone doesn't give an enthusiastic YES, that's a no.
- It's important to know and be clear about your own boundaries, and to find out about what someone else's boundaries are, even if they change.
- As you can see from the scenarios, sometimes communication boundaries need to be set and sometimes physical boundaries need to be set.

Sexual Harassment

- Have you heard the term *sexual harassment* before?
- Sexual harassment is when someone says, texts, or does something sexual to another person that the other person does *not* want to hear, receive, or have done to them.
- Sexual harassment can take many forms, such as jokes, texts, pictures, comments, gestures, grabbing someone's clothes in a sexual area, or pressuring someone.
- Sexual harassment can be intentional or unintentional.

Sexual Harassment

- The main point is that if *the person being sexually harassed tells the harasser to stop*, even once, and the harassment continues, ***then sexual harassment has occurred.***
- **Since sexual harassment is prohibited by law, tell an adult at the school or another trusted adult immediately so that the behavior can be stopped.**

Rape and Sexual Assault

Who has heard the terms *rape* or *sexual assault* before? What do you think these terms mean?

- Rape usually involves some sort of forced intercourse—vaginal, anal, or oral.
- If a person does other sexual things to another person who didn't want to do those things, that's considered *sexual abuse or assault* and it is just as wrong as rape.

Rape and Sexual Assault

- Rape and sexual assault are extremely serious because they can hurt someone physically and emotionally.
- **They are not just wrong, they are crimes.**
- So if you aren't sure what another person's boundaries are—or, like Jamie, push it a bit to see if the other person will give in—you may end up committing a crime.

“YES” Means “YES”

- This is another reason why clear communication is so important!
- If you're not sure how someone else is feeling, or what they want to do or not do, ask.
- Make sure an audible, clear, and enthusiastic **YES** is heard from the other person before continuing.
- This is called *affirmative consent*.

You Can Change Your Mind!

- And if you don't like what you're doing sexually with another person, say you want to stop—and then stop.
- The other person should stop at this point as well, even if you changed your mind.
- *It is your right to change your mind* and communicate this decision to your partner.
- If the other person does not stop and continues to touch you sexually, this is *sexual assault*.

Rape and Sexual Assault

The most important message I want you to know is that the person who does not respect boundaries—the person who pushes the boundaries or assaults or rapes another person—*is always the one responsible for what happens.*

Rape and Sexual Assault

If someone does sexually assault or rape another person, it is *never* the fault of the person who has been assaulted or rape. The abuser or rapist is always in the wrong—it doesn't matter what the person who was raped was wearing, or whether they knew each other, were a couple, or had done something sexual together before.

Sexual Consent

- If you're about to be involved in a sexual situation, make sure both partners clearly say **YES** before beginning (and check in along the way!).
- If someone says NO, you need to stop what you are doing. If someone doesn't answer, that is *not consent*. If you don't like what someone is doing, say NO really clearly.

Sexual Consent

- *NO means NO—every single time.*
- Even if someone is silent, *they have not given consent.*
- A person must clearly and on their own say YES before consent is given.

YES means YES!

Getting Help

- It's always best if you can talk with a parent/caregiver about something serious that's happened to you or someone you know.
- You can also always talk with another trusted adult, like someone here at school, your doctor, or a clergy member.
- But sometimes, people—both kids and adults—find it really hard to talk about sexual assault to someone they know.

Student Support Website

Our district's [Student Support website](#) has several sexual assault and abuse organizations listed that have 24 hour hotlines and chat lines, which can offer comfort and advice to anyone who is a victim of sexual assault.

In the end, it doesn't matter who you talk to about this—what matters is that you *tell someone* so it stops and the person can't do it to anyone else.

Homework

- Complete the Google Form Homework titled "*What's Your Advice?*"
- If it is safe to do so, go over the answers with a parent, caregiver, or other trusted adult. What advice can they add?

Rights, Respect, Responsibility (Grade 6)

Being Smart, Staying Safe Online

Lesson 10

Group Agreements

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- You do NOT have to put your name on the Form. Include your name ONLY if you want me to follow up with you personally.

Assignments

As you go through this slideshow with your teacher, please open and fill out the Google Form for this lesson:

*"Grade 6 3Rs Lesson 10 Classwork:
Being Smart, Staying Safe Online"*

No homework!

Think:

Open the Classwork Google Form and respond:

1. **Have you ever heard the saying, "Don't talk to strangers?"**
1. **How might this 'rule' change when we communicate online?**

Introduction

- The Internet gives people a wide range of opportunities to connect with or learn from people who may not be in your circle of close friends—whether through games, social networking, blogs, instant messaging, forums, etc.
- While this can be great, connecting with people online occasionally can carry risks.
- Therefore, it's important to know how to deal with inappropriate situations if they arise.

Activity: “Take Three”

- You are going to watch a [video](#) of three teens sharing their experiences about connecting with people online.
- Pay attention to the positives and negatives that each teen mentions.
- When the video is over, complete the questions about the video on your Google Form.

Response to Video: “Take Three”

- What positives did Randy, Aseal, and Renee talk about in the video?
- What are some of the potential pitfalls, or negative consequences that they describe?
- What advice did they share in the video that you think is important? Would you add any advice of your own?

“Take Three” Continued

The “gut feeling” that Renee describes is there for a reason—it’s kind of like an internal warning system. If something doesn’t feel quite right, chances are it isn’t. So it’s important to pay attention to that feeling and at least get out of the situation that is making you feel that way. That way you have a chance to think about *what* was making you feel that way and *why*.

Internet Safety

- Remember that Randy and Aseal used the word “harass” in the video to describe awkward or annoying interactions with strangers online. Aseal says he was harassed during a game when someone he didn’t know said mean things about him.
- Online flirting can sometimes be a less obvious form of harassment (when the flirting is unwanted).
- *Remember – Many online networking sites have age restrictions!*

How Would You...

- How would you handle someone walking up to you on the street and making crude or sexual comments?
- How would you handle someone trying to flirt with you on the street?

The same kinds of situations can happen online. Sometimes it’s obvious that what a person is saying online is wrong or even harmful. Other times people may flirt online and warning signs are not always so obvious.

Flirting Can Be Risky

- Flirting can be normal among middle school students. When flirting is done face to face, it might feel comfortable.
- However, it quickly can become uncomfortable online, even when it’s with people that you may know. This is because people sometimes say things online that they might not say in person.
- When talking online with people you don’t know in person, flirting and other sexual talk is *risky behavior*.

Flirting Can Be Risky

- There are times when flirting can lead to an ongoing relationship with a stranger that seems deep and personal. But this is tricky because some people online don't actually have your best interest in mind.
- If the person you're flirting with online says anything inappropriate or sexual, and especially if that person is older than you, *stop talking right away and tell a trusted adult about it.*

Respond

On your Google Form, answer the question:

What should you do if someone is bullying, harassing, or making sexual comments to you online?

Internet Safety Tips



Let's review the "Internet Safety Tips" shown on your Google Form:

If you develop a friendship with someone online, be sure to ask yourself the following questions:

- Has this person asked me to keep any information secret?
- Has this person flirted with me, or asked me about anything sexual?
- Has this person asked me about anything private?

Internet Safety Tips, Continued

- Have I felt pressured by this person to do anything?
- Do I feel true to myself — sticking to my values — when I talk to this person?

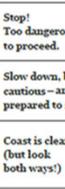
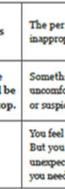
If someone starts chatting with you about inappropriate topics or asks you to send a picture of yourself, end the conversation immediately.

And never plan a face-to-face meeting with someone you met online without taking a parent or guardian along.

Class Activity: "Internet Traffic Light"



On your Google Form, you will see a traffic light picture. This is similar to a real traffic light:

	Stop! Too dangerous to proceed.	The person you are talking to is clearly acting inappropriately, and the conversation needs to end.
	Slow down, be cautious—and be prepared to stop.	Something about this conversation makes you feel uncomfortable. You're alert for any signs of inappropriate or suspicious behavior.
	Coast is clear (but look both ways!)	You feel safe and enjoy interacting with this person online. But you also remember that all conversations can take unexpected turns, so you're prepared to put the brakes on if you need to. You have not provided any private information.

Class Activity: "Internet Traffic Light"

Read through the scenarios and answer:

- Is this a **Red** light, **Yellow** Light, or **Green** light situation?
- Why do you think so?



Google Form Responses



- In what online situations should you get a “gut feeling” that tells you that you may be at risk?
- What are some rules for staying safe when talking and messaging online?
- Who can you tell if you're in an unsafe situation online or "in real life"?
- How can you make sure that you are being respectful of other people's boundaries?

Homework

None!